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ABSTRACT

Until recent years, many women worked to supplement the family income. The number of female heads of households is growing; increasingly, many women are becoming the sole source of family income. Families of married women are becoming more and more dependent on the "second" income. Women are struggling to move into the high-paying jobs necessary to support families. Most of these jobs are dominated by males. Women maintain a significant role in the labor market, accounting for over 44% of the workforce. Sixty-five percent of all women 18-64 years of age work. Most occupations continue to be filled by either predominantly male or predominantly female workers. Illinois makes every effort to serve the male population, as well as the female population, to reduce steroetyping. Building Fairness is the sex equity initiative in Illinois. It includes a networking system, mini-grants for research/development projects, a resource center, and non-competitive grants. Actions to enhance the sex equity initiative include reiterating activities which provide awareness of the limiting effects of sex-role stereotyping, continuing to focus on encouraging students to enter nontraditional occupations, and developing strategies for targeting occupational programs having more than 90% enrollment of any one gender. (Data tables are provided.) (BHK)

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Reducing the Limiting Effects of Sex-Role Stereotyping

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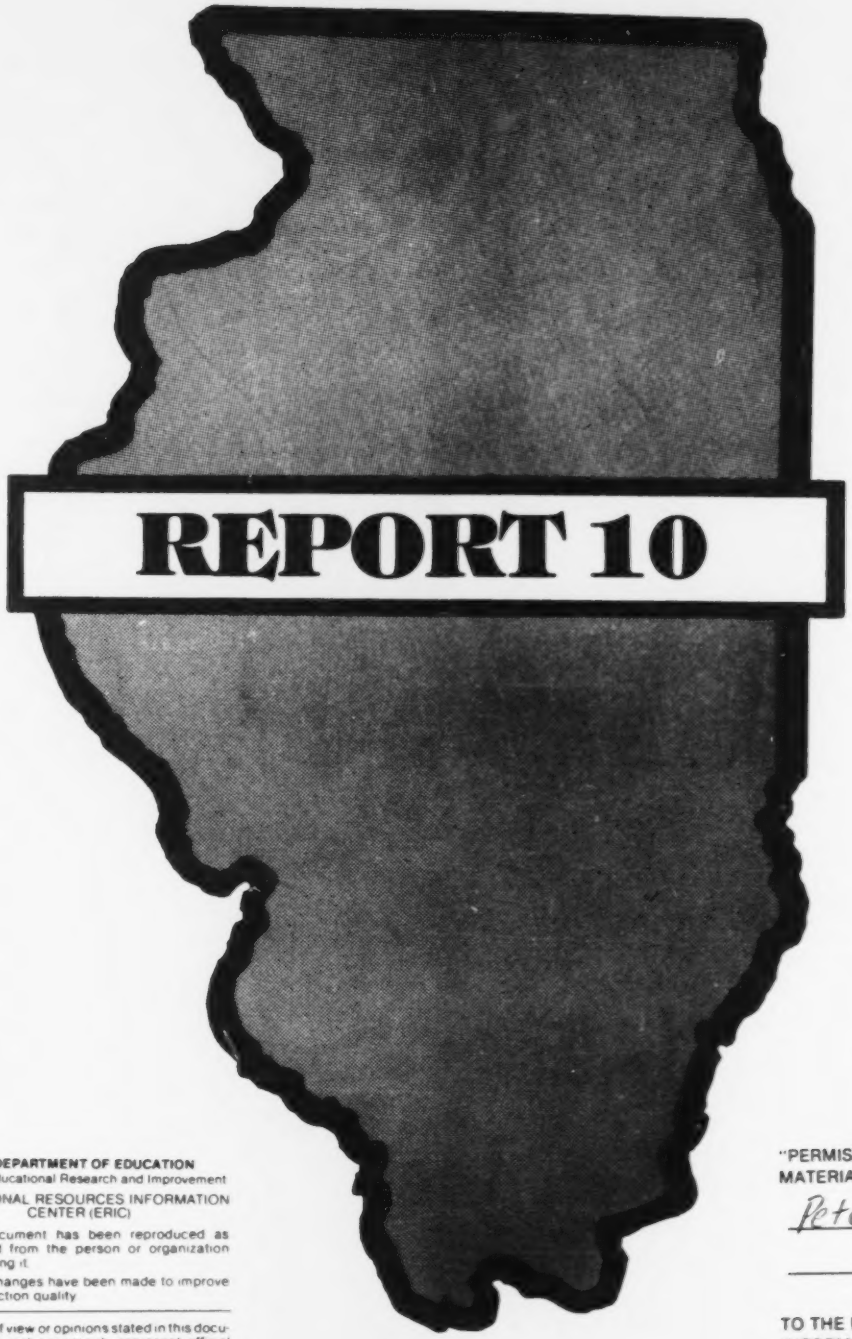

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1987-1988

This report is one in a series of 25 technical reports prepared to fulfill mandates of the Carl D. Perkins Vocational Education Act, 1984.

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DATE: March 8, 1989

To: Governor James R. Thompson
Lauro Cavazos, Secretary of Education
Elizabeth Dole, Secretary of Labor
Illinois State Board of Education
Illinois Job Training Coordinating Council

The Illinois Council on Vocational Education has the responsibility for assessing the extent to which individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education are provided with equal access to quality vocational education programs. On behalf of all that concern themselves with the success of this targeted population, I submit this report.

The section of the Carl D. Perkins Vocational Education Act of 1984 which is the topic of this report states that it is the purpose of the Act to - -
...reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers (Section 2(8)).

Highlighted within the report is the fact that vocational education in Illinois serves males and females in equitable proportions, however enrollments in specific occupational programs are not equitable. The Building Fairness program is a unique strategy enhancing the sex equity initiative in Illinois.

The ICoVE will continue to monitor the accessibility of vocational education programs in relation to sex role stereotyping.

Sincerely,

Valée L. Salone

Valée L. Salone, Esq., A.C.S.W.

VLS:se

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REPORT 10

REDUCING THE LIMITING EFFECTS OF SEX-ROLE STEREOTYPING

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1987-1988

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PREFACE

The Carl D. Perkins Vocational Education Act of 1984 requires State Councils on Vocational Education to address issues and progress related to reducing the effects of sex-role stereotyping and expanding options and access to students, including participation in programs preparing students for employment in occupations considered nontraditional for their gender.

More specifically, the Perkins Act requires ICoVE to

> ***Report ... on the extent to which individuals described in Section 201 (b) [individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education] are provided with equal access to quality vocational education programs [Section 112 (d) (8)].***

The Perkins Act requires the State Council to make its report to the State Board. [Other individuals as described in Section 201 (b) are the focus of ICoVE's Technical Report 5, Access of Targeted Populations to Quality Vocational Education.]

The second requirement of the Council for addressing sex-role stereotyping issues comes from the mandate requiring ICoVE to "evaluate at least once every two years the vocational education delivery system assisted under the [Perkins] Act, in terms of its adequacy and effectiveness in meeting the purposes of the Act" [Section 112 (d) (9) (A)]. The purpose of the Perkins Act which is the topic of this report states that it is the purpose of the Act to--

> ***... reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers [Section 2 (8)].***

ICoVE is to "advise the Governor, the State board, the State job training coordinating council, the Secretary [of Education] and the Secretary of Labor of these findings and recommendations."

INTRODUCTION

As the unemployment level declines, the pool of available workers decreases, and the shortage of well-educated, highly skilled workers grows, the workplace is beginning to realize the impact and limiting effects of sex-role stereotyping.

Since the vocational education amendments of 1976, vocational education has been charged with taking a pro-active role in reducing sex bias and sex-role stereotyping. At first the thrust was viewed by many as a "women's issue," but it quickly became apparent that opportunities for men are as limited by bias and stereotyping as are opportunities for women.

For the most part, vocational education has probably made minor gains in the charges of its responsibility, but significant gains have been made in individual cases. Special programs have made it possible for both men and women to cross traditional lines of barriers to prepare for employment in a "nontraditional" occupation. The successes of these individuals are fairly well known; the failures generally are not.

Vocational education's success is probably that it has developed programs using materials free of stereotyping; it has developed a process to "check" its own stereotyping; and it has a delivery system which can respond and serve the "nontraditional" student in a "nontraditional" program. When society is ready to unlatch the barriers in order to fill the unfilled jobs in the work place, vocational education will be ready to help prepare the workers.

Students, both youth and adults, continue to follow role models and enter traditionally gender-oriented occupations. Historically, females have entered low-skill jobs because they lacked the high level of education and training needed for high-skill jobs. Low-skill jobs are low-wage jobs. Women continue to be predominately in low-skill, low-wage jobs.

Until recent years, many women worked to supplement the family income. The number of female heads of households is growing; increasingly many women are becoming the sole source of family income. Families of married women are becoming more and more dependent on the "second" income.

Several "facts and figures" about women in the workplace are included in this report to depict the need to enhance the level of skills today's women must have. Women are struggling to move into the high-paying jobs necessary to support families. Most of these jobs are dominated by males.

LABOR MARKET ROLES

Women maintain a significant role in the labor market, accounting for over 44% of the workforce. Sixty-five percent of all women 18 to 64 years of age work. Most occupations continue to be filled by either predominately male or predominately female workers.

Occupations being predominately female tend to be those requiring lower levels of skills and lower educational achievement levels. The result is that because of continuing predominate participation in these occupations, females are in lower-paying jobs.

As more and more women try to move into high-paying jobs, they often find they lack skills and education necessary to obtain the jobs. Vocational education and other education and training programs must be easily accessible to both males and females who need to enter preparation for work programs. Funds from the Perkins Act, along with the sex equity (Building Fairness) initiative in Illinois, have encouraged participation of students in programs which are nontraditional for both sexes. The sex equity initiative has used Perkins funds to make teaching materials sex fair; to provide in-service education to instructors, administrators, and counselors; and to create awareness and skills in eliminating sex-role stereotyping in vocational education programs.

Illinois has made an effort to promote sex equity for both male and female participants. As the awareness level pertaining to the limiting effects of sex-role stereotyping reaches parents, the workforce, employers and students, many barriers to employment, as well as peer and workplace harassment, begin to subside. Both the public and the private sectors have urgent, unmet needs for highly skilled, highly educated workers. The impact surfacing is that the greater the unmet need, the less the importance given to the gender of the person who qualifies to meet the need.

The Women's Bureau of the U.S. Department of Labor collects and distributes "facts and figures" regarding working women. These bulletins titled "Facts on U.S. Working Women" provide an abundance of information useful in describing and illustrating the importance of making concerted efforts to eliminate sex-role stereotyping in jobs. Illinois, like the rest of the nation, can ill-afford to have a disproportionate share of any population in low-paying employment. It is costing the state through public assistance to maintain these inequities. The Illinois economy is becoming more and more dependent on women in the workforce.

CHARACTERISTICS OF WOMEN IN THE WORKFORCE

The following highlights of national information are taken from "Facts on U.S. Working Women" prepared by the Women's Bureau of the U.S. Department of

Labor. Highlights of Illinois data are prepared by the Illinois Department of Employment Security.

TABLE 1

EARNINGS & UNEMPLOYMENT

1984 Full-Time Workers

White women	$14,904	White men	$23,962
Black women	13,720	Black men	16,636
Hispanic women	12,545	Hispanic men	16,940
All Women	$14,780	All Men	$23,218

1985 Unemployment Rates
(Adults, 20 years of age and over)

Black women	13.1%	Black men	13.2%
Hispanic women	9.9%	Hispanic men	9.1%
White women	5.7%	White men	5.4%
All Women	6.6%		
All Women, 16 years of age and older	7.4%		

(Teenagers, 16-19 years)

Black women	39.2%	Black men	41.0%
Hispanic women	23.8%	Hispanic men	24.7%
White women	14.8%	White men	16.5%

- Women accounted for over 45% of the civilian labor force (1988). In 1987 women accounted for 44.7% of the Illinois employed workforce.

- Women provided over 60% of the increase in the civilian labor force between 1975 and 1985.

- Women who were 16 years of age in 1979-80 could expect to work 29.3 years of their lives; the comparable work expectancy for men was 39.1 years.

- Women of black, white, and Hispanic origin have similar workforce participation rates (1985):

  Blacks. . .57%
  Whites. . .54%
  Hispanics. . .49%

- Women tend to continue to be employed in traditionally female occupations (1985):

  80% of administrative support (including clerical) jobs

69% of retail and personal service workers
75% of jobs in health services (1986)

- Women have low percentages of workers in traditionally male-dominated occupations (1985):

  8% of precision production, craft and repair workers are women
  36% of executives, administrators, managers are women
  6.4% of all apprentices are women

- Women who worked in 1985:

  25% were single
  12% were divorced
  5% were widowed
  4% were separated
  17% had husbands whose prior year's earnings were less than $15,000
  53% of total working women

- Married-couple earnings with wives working averaged $34,668 in 1984, as compared to $23,582 for those in which the wife was not working.

- Of all persons 16 years old and over with incomes below the poverty level in 1984, 61% were women.

- The median level of educational achievement for both males and females in 1984 was 12.8 years.

TABLE 2

FEMALE EMPLOYMENT IN SELECTED OCCUPATIONAL CLUSTERS
(National Data, 1987)

Females	Occupation
44.8%	Total female workforce over age 16
44.3%	Managerial and professional specialty
37.9%	Executive, administrative, managerial
50.1%	Professional specialty
64.7%	Technical, sales and administrative support
48.6%	Technicians and related support
48.0%	Sales occupations
80.0%	Administrative support, including clerical
39.9%	Material recording, scheduling and distributing
60.6%	Service occupations
8.5%	Precision production, craft and repair
1.9%	Construction trades
25.8%	Operators, fabricators, and laborers
8.4%	Transportation and material moving
17.1%	Handlers, equipment and cleaners and laborers
15.8%	Farming, forestry and fishing

- In 1983 women earned 64 percent as much as men earned for similar employment; in 1988 women earned 69 percent as much as men.

- Reasons for earning differentials:

  - Women enter and exit labor force more frequently than men, i.e. less work experience.
  - Women's educational attainment and skills do not equal men's.
  - Women concentrate employment in occupations with different pay scales.

TABLE 3

PERCENT OF ILLINOIS FEMALES EMPLOYED
IN VARIOUS OCCUPATIONS, FY 87

2,384,000	Total Females Employed
25.2%	Managerial and professional specialty
9.8%	Executive, administrative, and managerial
15.4%	Professional specialty
47.1%	Technical, sales, and administrative support
2.9%	Technicians and related support
13.4%	Sales
30.8%	Administrative support, including clerical
16.8%	Service occupations
2.1%	Precision production, craft, repair
5.6%	Operators, fabricators, and laborers
.8%	Transportation, and material moving
1.7%	Handlers, equipment cleaners, helpers and laborers
.8%	Farming, forestry, and fishing

- 62% of the women with children under age 18 are in the labor force; 54% with preschool children are in the labor force (1985).

- 20% of families with children (one in five) were maintained by women in 1985.

- 58% of children under the age of 18 have mothers in the labor force (less than half in '75); 49% of children under age six have working mothers (1985).

- 48% of poor families are maintained by women (1984) including:

  73% of poor black families
  49% of poor Hispanic families
  38% of poor white families

- About 17% of all families are maintained by women (1985), including:

  13.2% of white families. . . .63.0% family head working
  44.1% of black families. . . .56.3% family head working
  23.4% of Hispanic families. . . .48.8% family head working

  16.6% of all families. . . .61.0% family head working

- Women high school graduates earned an average income of $14,569 as compared to $14,624 by men with less than an 8th grade education (1985).

- 79% of women aged 25 to 64 years having a high school education are in the labor force, as compared to 44% with less than four years of high school (1985).

- Between 1970 and 1985, the number of families headed by women grew nearly 90% attributed to more marriages ending in divorce and more women having children without marrying.

- The unemployment rate in 1985 for all workers was 7.2%; for women who maintain families it was 10.5%.

TABLE 4

PERCENT OF FEMALES HOLDING JOBS IN OCCUPATIONS
HAVING THE LARGEST JOB GROWTH
1986–2000

(ILLINOIS)

Occupation	1986 Percent Women Employed
Salesperson, retail	59.5%
Waiters, waitresses	85.1%
Registered nurse	94.3%
Janitors, cleaners, including maids and housekeeping	42.7%
General managers and top executives	NA
Cashiers	82.9%
Truck drivers	4.3%
General office clerks	80.5%
Food counter, fountain and related workers	NA
Nursing aides, orderlies, attendants	90.5%
Secretaries	99.0%

- 40% of children under the age of 18 live with a divorced mother; 20% live with a never-married mother (1985).

- 50% of women raising children by themselves were awarded child support or had an agreement to receive it (1983).

- Job tenure for males aged 35–44 years was 7.7 years, as compared to 4.6 years for women in the same age group (1983).

- The Bureau of the Census found in a study that if women had the same education, experience, and interruptions as men, the earnings gap would be reduced by only 14.6%. (This would have raised the 64¢ per $1.00 differential to 69¢ for every dollar earned by a man.)

- Women's earnings seldom match men's in the same occupation, including occupations which are traditionally female, such as clerical jobs.

- In 1984 over 1/3 of the men in sales had earnings of $500 or more per week; less than 10% of the women received those earnings.

TABLE 5

WEEKLY EARNINGS OF MALES AND FEMALES, 1984

Occupation	Female Earnings per $1.00 of Male Earnings
Managerial and professional specialty	68.4¢
Executive, administrative, and management	63.0¢
Professional specialty	73.8¢
Technical, sales and administrative support	63.4¢
Technician and related support	69.2¢
Sales occupations	52.6¢
Administrative support, including clerical	67.6¢
Service occupations	69.5¢
Private household	62.5¢
Protective service	76.2¢
Other service occupations	81.3¢
Precision production, craft, and repair	63.3¢
Operators, fabricators, and laborers	65.1¢
Machine operators, assemblers and inspectors	62.8¢
Transportation and material moving	71.5¢
Handlers, equipment cleaners, helpers and laborers	80.2¢
Farming, forestry, and fishing	86.3¢

- Self-employed persons comprise 5.8% of all employed women (1986), compared to 10.7% of the men.

- 68.5% of self-employed women are married, as compared to 53.4% of wage and salary workers.

- Women (according to the Bureau of Census) own 24% of all individual proprietorships, partnerships, and small business corporations (1982), averaging just over four employees each.

- Of women-owned businesses, 94% are owned by white women; 4% by black women, and 3% by Hispanic women.

- In 1985, 600,000 married mothers with children under the age of six reported home-based work.

- 23.5% of disabled women are in the labor force; over 1/3 with a college education are employed.

ILLINOIS' INITIATIVES

As required by the Perkins Vocational Education Act, Illinois uses 3.5% of its basic grant for activities designed to eliminate sex bias and stereotyping in vocational education. For Illinois, this is about $1,200,000.

Illinois makes every effort to serve the male population, as well as the female population, to reduce stereotyping. Federal legislation gives greater emphasis to the concerns of women, particularly those between the ages of 14 and 25 needing occupational preparation, child care, and transportation assistance in making programs accessible.

BUILDING FAIRNESS is the sex equity initiative in Illinois. In FY 88, a fourth initiative was added to the major components:

- A networking system
- Mini-grants for research/development projects
- A resource center.
- Non-competitive grants

Networking System. Seven BUILDING FAIRNESS consultants work with geographic areas of the state providing technical assistance. In addition to working with schools, the seven consultants are available to the private sector.

The major thrust of the networking system is to provide in-service education workshops, help locate resources, provide consultation and assist local efforts. During FY 88, the consultants provided the following services:

In-service Education and Technical Assistance

- 10,296 participants involved in conferences and workshops
- 190 districts involved in programs
- 381 on-site consultations
- 1,136 telephone consultations
- 262 resource requests filled
- 63 requests for technical assistance
- 223 referrals to other agencies
- 72 orientation presentations
- 92 workshops presented

Staff Activities (Consultants)

- 388 meetings
- 67 professional development activities
- 196 visitations and observations

Mini-Grants/Research and Development. Approximately 20-25 mini-grants are available to local districts for innovative approaches to the sex equity thrust. Mini-grants often support class-size efforts to provide programs in nontraditional careers. Examples have included programs for helping women enter occupations in engineering fields and aviation.

Grants have developed self-assessment tools to assist instructors in assessing their own ability to teach in a non-biased manner. Mentor models have been designed. Projects have served both males and females.

Resource Center. The BUILDING FAIRNESS resource center is located at Sangamon State University in Springfield and serves as a clearing-house for materials related to sex equity in career opportunities. The Center is available to the general public and is often used by other State-operated programs. Over 900 requests for information have been filled over the past three years.

Non-Competitive Grants. Non-competitive grants help to provide the Sex Fairness initiative with a variety of thrusts that have statewide use. Many of the grants develop materials and resources useful throughout the state. The grants have been particularly helpful in promoting awareness of state objectives.

IMPACT

The staff of ISBE's Department of Adult, Vocational and Technical Education assessed progress made toward moving males and females into occupational areas which had been traditionally dominated by either males or females. The Building Fairness initiative was launched in 1985. To determine its success, enrollment data from 1985 were compared to 1987. Programs with only 19% or less enrollment by one sex were considered as having a traditional sex-linked enrollment pattern. Staff found that progress had been made in several areas during the two-year time period.

- 25 programs considered as nontraditional for females increased female enrollments; 10 of these increased female enrollments to more than 20%.
- 33 programs considered nontraditional for male enrollments, increased male enrollments; 3 of these increased male enrollments to more than 20%.

FUTURE DIRECTIONS

Beginning in FY 89, the State Board will initiate a new method for delivering the BUILDING FAIRNESS program. A special contract provides for seven BUILDING FAIRNESS and seven guidance consultants to be geographically located throughout the state to provide technical assistance and leadership to regional delivery systems and community college districts. Known as the Illinois Vocational Student Services Network, the new approach will focus on the two services and attempt to coordinate the guidance programs with the BUILDING FAIRNESS effort.

ICoVE ENROLLMENT ANALYSIS

The overall vocational education enrollment is non-biased. For several years the proportions of males and females have not varied from a 48% to 52% range. During FY 87 and 88, the enrollment, when percentages are rounded, has been 50% to 50% (see Table 6).

The secondary enrollment is evenly divided between males and females at both the training and orientation levels. The postsecondary enrollment at the training level reflects more females than males (54%-46%). Overall, the postsecondary enrollment is 51% female and 49% male. The adult vocational education programs show a tendency toward males, particularly at the training level.

TABLE 6

VOCATIONAL EDUCATION ENROLLMENT, FY 87
By Gender, Level of Instruction, and Level of Training

	TRAINING LEVEL	ORIENTATION, COURSES, UPGRADING	TOTAL
Secondary	132,966	270,085	403,051
Male, Percent	66,920 = 50%	135,511 = 50%	202,431 = 50%
Female, Percent	66,046 = 50%	134,574 = 50%	200,620 = 50%
Postsecondary	154,595	152,311	306,996
Male, Percent	70,887 = 46%	78,344 = 51%	149,321 = 49%
Female, Percent	83,708 = 54	73,967 = 49%	157,675 = 51%
Adult	5,945	25,178	31,123
Male, Percent	4,045 = 68%	13,321 = 53%	17,366 = 56%
Female, Percent	1,900 = 32%	11,857 = 47%	13,757 = 44%
Total	293,506	447,574	741,170
Male, Percent	141,852 = 48%	227,176 = 51%	369,118 = 49.8%
Female, Percent	151,654 = 52%	220,398 = 49%	372,052 = 50.2%

ICoVE analyzed the enrollment patterns of the occupational program clusters. Each of the occupational program enrollments (6-digit CIP code level) within the occupational cluster (2-digit CIP code level) was reviewed and categorized.

ICoVE categorized the programs by the percentage of males or females within a 60%-40% range or outside the range. If the male-female enrollments were both within 60-40 range, enrollments were categorized as non-biased. The three categories of enrollments used were:

- Over 60% male bias,
- Over 60% female bias,
- Non-bias enrollment (both male and female enrollments fell within the 60%-40% range).

In the listings which follow, the occupational cluster is given with a determination of its category. Following the determination is the percentage of the bias enrollment.

Under each occupational cluster heading is a listing of all the occupational programs within the cluster. These programs are listed by the category assigned as a result of the analysis. The number of programs is listed for each category. The percentage of the bias-dominate enrollments is given for each program. For the non-bias program enrollments, both enrollment percentages are listed with the female percentage listed first.

Data used for this analysis are FY 87 enrollments from the vocational education data system (VEDS) provided by the Department of Adult, Vocational and Technical Education of the Illinois State Board of Education.

Figure 1 illustrates the relationship of male-biased, female-biased, and non-biased enrollments in occupational programs. The percentage of occupational programs with male-biased enrollments is clearly greater than female-biased or non-biased occupational programs. The female-biased occupational programs have enrollments sizably larger than the male-biased programs.

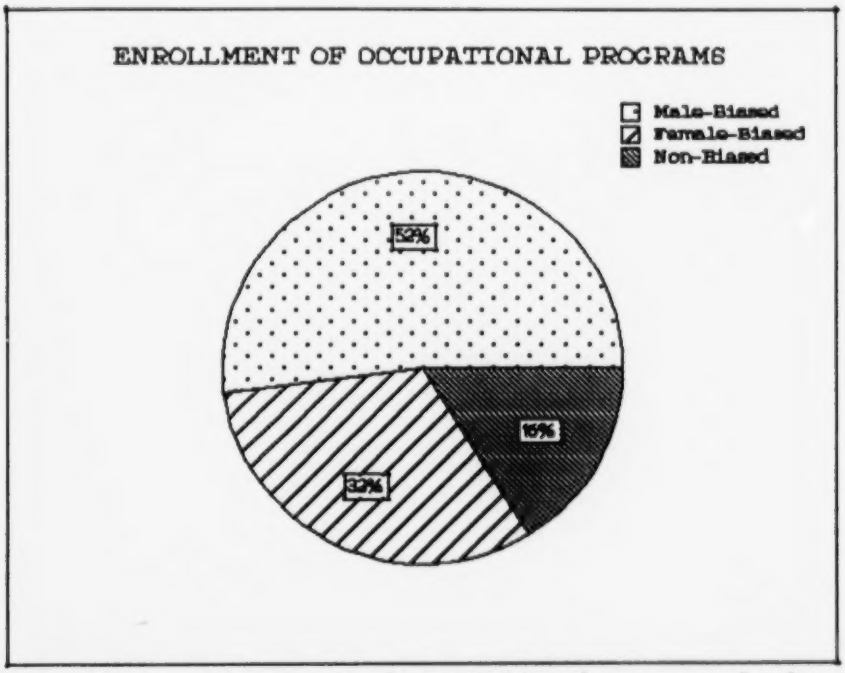

Figure 1: Percentage of occupational programs having gender-biased and non-biased enrollments.

TABLE 7

MALE-FEMALE ENROLLMENTS

01 AGRICULTURAL — over 60% Male Bias. . . .78%

MALE-BIAS ENROLLMENTS. . .10 programs

Ag Business & Mgmt.	83%	Ag Supplies & Services	88%
Ag Mechanics	96%	Ag Supplies Marketing	100%
Ag Production	90%	Landscaping	71%
Crop Production	75%	Turf Management	100%
Ag Products & Processing	85%	Parks & Grounds	83%

FEMALE-BIAS ENROLLMENTS. . .4 programs

Horsehandling & Care	75%	Floriculture	62%
Arboriculture	67%	Greenhouse Op. & Mnt.	70%

NON-BIAS ENROLLMENTS, F/M. . .2 programs

Animal Production	48%/47%	Horticulture	43%/57%

03 RENEWABLE NATURAL RESOURCES — over 60% Male Bias. . . .78%

MALE-BIAS ENROLLMENTS. . .2 programs

Forestry Prod. & Processing	73%	Wildlife Mgmt.	100%

04 ENVIRONMENTAL DESIGN — over 60% Female Bias. . . .87%

MALE-BIAS ENROLLMENTS. . .3 programs

Production Mgmt.	100%	Real Estate Appraisal	67%
Trade & Indus. Super. & Mgmt.			

FEMALE-BIAS ENROLLMENTS. . .2 programs

Recreational Enterprises Mgmt.	100%	Labor Relations	68%

NON-BIAS ENROLLMENTS, F/M. . .5 programs

Business Adm. & Mgmt.	58%/42%	Real Estate	49%/51%
Hotel/Motel Mgmt.	59%/41%	Sm. Bus. Mgmt.	41%/59%
Personnel Mgmt.	45%/42%		

07 BUSINESS & OFFICE — over 60% Female Bias. . . .72%

FEMALE-BIAS ENROLLMENTS. . .17 programs

Acct., Bkkpg. & Related	64%	Exec. Sec./Adm. Asst.	98%
Bookkeeping	82%	Legal Secretary	88%
Banking & Finance (Operations)	81%	Medical Secretary	97%
Microcomputer Appl.	61%	Secretarial	86%
Bus. Data Entry Equip. Op.	64%	Word Processing	94%
Information Processing	86%	Clerk Typist	89%
Off. Superv. Mgmt.	74%	Gen. Off. Clerk/Info. Sys.	75%
Court Reporting	94%	Recep. & Com. Sys. Op.	100%
Typing/Keyboarding	90%		

NON-BIAS ENROLLMENTS, F/M. . .2 programs

Bus. Computer & Console Op.	55%/45%	Business Data Programming	55%/45%

08 MARKETING & DISTRIBUTION——Non-Bias Enrollments. . . .55%/45%

MALE-BIAS ENROLLMENTS. . .5 programs

Securities & Commodities Mktg.	82%	Hardware Mktg.	78%
Supermarket Mktg.	92%	Vehicles & Petroleum Mktg.	79%
Industrial Mktg.	77%		

FEMALE-BIAS ENROLLMENTS. . .10 programs

Apparel & Accessories Mktg.	68%	Direct Mktg.	100%
Fashion Merchandising	96%	Home Furn. & Off. Prod. Mktg.	64%
Jewelry Mktg.	70%	Recreational Serv. Mktg.	73%
Insurance Mktg.	74%	Trans. & Travel Mktg.	81%
Wholesale Food Mktg.	75%	Travel Serv. Mktg.	90%

NON-BIAS ENROLLMENTS, F/M. . .10 programs

Bus. & Pesonal Serv. Mktg.	53%/47%	Purchase & Inventory Control	41%/59%
Financial Serv. Mktg.	47%/53%	Retailing	51%/49%
Floristry, Farm & Garden Supp.	42%/58%	Gen. Mktg./Sales	52%/48%
Food Mktg.	42%/58%	Hospitality & Rec. Mktg.	47%/53%
Freight Trans. Mktg.	42%/58%	Mktg. Co-op Educ.	50%/50%

09 COMMUNICATIONS——————Non-Bias Enrollments. . . .41%/59%

MALE-BIAS ENROLLMENTS. . .1 program

Radio/TV (Broadcast Journalism)	71%

FEMALE-BIAS ENROLLMENTS. . .2 programs

Journalism	63%	Public Relations	81%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Advertising	50%/50%

10 COMMUNICATIONS TECHNOLOGIES————over 60% Male Bias. . . .74%

MALE-BIAS ENROLLMENTS. . .3 programs

Educ. Media Tech.	68%	Emergency Com. Tech.	61%
Radio & TV Prod. & Broadcasting	78%		

12 CONSUMER & PERSONAL SERVICES——————over 60% Female Bias. . . .91%

MALE-BIAS ENROLLMENTS. . .3 programs

Laundering	69%	Barbering/Hairstyling	79%
Funeral Services	68%		

FEMALE-BIAS ENROLLMENTS. . .1 program

Cosmetology	96%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Drycleaning	50%/50%

15 ENGINEERING TECHNOLOGIES——————over 60% Male Bias. . . .90%

MALE-BIAS ENROLLMENTS. . .30 programs

Arch. Design & Const. Tech.	79%	Robotics	93%
Civil Technology	91%	Fluid Power Tech.	100%
Surveying & Mapping Tech.	97%	Automated Mans. Tech.	91%
Computer Tech.	96%	Air-Cond. Htg. & Refrig. Tech.	100%
Electrical Tech.	100%	Air Pollution Control Tech.	100%
Electronic Tech.	91%	Energy Conserv. & Use Tech.	95%
Laser Electro-Optic Tech.	89%	Water & Waste Water Tech.	98%
Biomedical Equip. Tech.	95%	Environmental Control	100%
Computer Serv. Tech.	84%	Industrial Tech.	91%
Electromechanical Tech.	100%	Plastics Tech.	97%
Instrumentation Tech.	94%	Welding & Fabrication Tech.	98%
Quality Control Tech.	83%	Occup. Safety & Health Tech.	83%
Automotive Tech.	98%	Mechanical Design Tech.	89%
Coal Mining Tech.	95%	Computer-Assisted Design	85%
Petroleum Tech.	67%	Micro-Precision Tech.	89%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Telecommun. Electronics Tech.	51%/49%

17 ALLIED HEALTH——————over 60% Female Bias. . . .81%

MALE-BIAS ENROLLMENTS. . .2 programs

Emergency Med. Tech., Ambulance	84%	Emerg. Med Tech, Intmd. & Para	66%

FEMALE-BIAS ENROLLMENTS. . .35 programs

Dental Assisting	99%	Home Health Aide	67%
Dental Hygiene	99%	Mental Hlth/Hum. Serv. Asst.	78%
Renal Dialysis Tech.	82%	Mental Hlth Tech.	74%
Electrocardiograph Tech.	100%	Med. Asst.	91%
Radiologic Tech & Aide	74%	Med. Records Tech.	91%
Respiratory Therapy Tech.	73%	Pharmacy Asst.	82%
Surgical Tech.	90%	Veterinarian Aide	79%
Diagnostic Med. Sonography	90%	Veterinarian Asst.	97%
Radiation Therapy Asst.	70%	Hlth Unit Coordinating	93%
Computerized Tomography	77%	Nursing Hom/Conv. Care	84%
Med. Lab Aide	69%	Geriatric Aide	88%
Med. Lab Tech.	82%	Nursing Asst.	89%
Ophthalmic Med. Asst.	75%	Practical Nursing	93%
Optometric Asst.	85%	Occup. Therapy Asst.	87%
Exercise Physiology	93%	Occup. Therapy Aide	95%
Therapeutic Rec. Tech.	83%	Physical Therapy Aide	67%
Physical Therapy Asst.	89%	Allied Health Careers	69%

NON-BIAS ENROLLMENTS, F/M. . .7 programs

Dental Lab Tech	48%/52%	Central Supply Tech.	60%/40%
Nuclear Med. Tech	50%/50%	Physician Asst.	44%/56%
Emergency Services Cert.	56%/44%	Food Service Health Suprv.	51%/49%
Alcohol/Drug Abuse Counseling	59%/41%		

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18 HEALTH OCCUPATIONS——————over 60% Female Bias. . . .95%

FEMALE-BIAS ENROLLMENTS. . .1 program

Nursing (Assoc. Degree)	95%

20 HOME ECONOMICS——————over 60% Female Bias. . . .74%

FEMALE-BIAS ENROLLMENTS. . .12 programs

Child Care & Guid. Mgmt. Serv.	92%	Child Care/Elder Care Aide	94%
Child Care & Dev. (Pre-School)	96%	Cloth., Ap., & Tex. Mgmt. Prod.	62%
Foster Care/Family Care	100%	Fashion/Fabric Coord.	87%
Tea. Aide (School-age)	91%	Dietetic Aide Asst.	84%
Elderly Care Aide	74%	Home Furn. & Equip. Mgmt. Prod.	76%
Inst. Home Mgmt. & Sup. Serv.	62%	Interior Design & Decor.	94%

NON-BIAS ENROLLMENTS, F/M. . .3 programs

Food Prod. Mgmt. & Serv.	55%/45%	Food Serv. & Rest. Mgmt.	40%/60%
Baking	40%/60%		

22 BUSINESS, MARKETING &
MANAGEMENT OCCUPATIONS——————over 60% Female Bias. . . .87%

FEMALE-BIAS ENROLLMENTS. . .1 program

Legal Assting	88%

23 TECHNICAL &
INDUSTRIAL OCCUPATIONS————Non-Bias Enrollments. . . .59%/41%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Technical Report Writing	59%/41%

25 BUSINESS, MARKETING &
MANAGEMENT OCCUPATIONS——————over 60% Female Bias. . . .83%

FEMALE-BIAS ENROLLMENTS. . .1 program

Library Assisting	83%

31 BUSINESS, MARKETING &
MANAGEMENT OCCUPATIONS——————over 60% Female Bias. . . .86%

FEMALE-BIAS ENROLLMENTS. . .1 program

Recreational Leadership	66%

41 TECHNICAL &
INDUSTRIAL OCCUPATIONS——————over 60% Male Bias. . . .83%

MALE-BIAS ENROLLMENTS. . .2 programs

Nuclear Power Plant Op. Tech.	94%	Metallurgy	95%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Chemical Technology	42%/58%

43 PROTECTIVE SERVICES——over 60% Male Bias. . . .77%

MALE-BIAS ENROLLMENTS. . .8 programs

Corrections	69%	Fire Control & Safety Tech	93%
Criminal Justic Tech.	74%	Fire Officer	92%
Law Enforcement Adm.	100%	Firefighting	82%
Security Serv. (Priv.)	80%	Soc./Pub. Serv. Occup.	74%

44 BUSINESS, MARKETING & MANAGEMENT OCCUPATION——over 60% Female Bias. . . .82%

FEMALE-BIAS ENROLLMENTS. . .3 programs

Public Adm.	73%	Interpreter Training	87%
Social Work/Social Service	82%		

NON-BIAS ENROLLMENTS, F/M. . .1 program

Public Utilities Mgmt.	50%/50%

46 CONSTRUCTION TRADES——over 60% Male Bias. . . .92%

MALE-BIAS ENROLLMENTS. . .13 programs

Brick, Block, & Stonemasonry	98%	Const. Inspec. (Code Enf.)	100%
Carpentry	89%	Drywall Const.	100%
Resid/Commercial Electrician	97%	Painting & Decorating	82%
Electrician	96%	Plmbg, Pipefitg, Stmftg.	96%
Lineworker	78%	Pipefitting & Steamfitting	94%
Bldg. & Property Main.	87%	Plumbing	82%
Const. & Bldg. Trades	95%		

47 MECHANICS & REPAIRERS——over 60% Male Bias. . . .96%

MALE-BIAS ENROLLMENTS. . .22 programs

Business Machine Repairer	99%	Indus. Equip. Main & Repair	91%
Comm. Electronics (radio, TV)	91%	Instrument Repair	100%
Computer Electronic Maint. & Repair	87%	Watch/Lock Repair	76%
Industrial Electronics	94%	Stationary Energy Sources	100%
Major Appl. Repairers	100%	Conventional Elec. Power Gen.	86%
Motor Repair	100%	Vehicle & Mobile Equip. Mech.	94%
Sm. Appl. Repair	97%	Aircraft Mech./Avionics	96%
Vending & Rec. Machine Repair	86%	Autobody Repair	98%
Heating, AC & Ref. Mech.	98%	Automotive Mech.	97%
Indus. Equip, Main & Repair (Gen.)	94%	Diesel Eng. & Truck Mech.	98%
Heavy Equip, Main & Repair	95%	Sm. Eng. Repair	98%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Oper., Main. & Repair of AV Equip.	51%/49%

48 PRECISION PRODUCTION——————over 60% Male Bias. . . .84%

MALE-BIAS ENROLLMENTS. . .16 programs

Drafting, general	87%	Foundry Work	90%
Arch. Drafting	81%	Machine Tool Op/Machine Shop	96%
Printing Press Oper.	82%	Welding, Brazing & Soldering	98%
Mechanical Drafting	85%	Sheet Metal	96%
Graphic & Printing Comm.	74%	Tool & Die Making	96%
Lith., Photo, & Platemaking	68%	Numerical Control	92%
Silk Screen Making & Printing	79%	Plastics	62%
Precision Metal Work	98%	Millwork & Cabinet Making	98%

NON-BIAS ENROLLMENTS, F/M. . .4 programs

Comm. Art/Graphic Design	49%/51%	Upholstering	41%/59%
Comm. Photography	48%/52%	Jewel. Dsgn, Fabrtr., Rep.	44%/56%

49 TRANSPORTATION/ MATERIAL MOVING——————over 60% Male Bias. . . .90%

MALE-BIAS ENROLLMENTS. . .6 programs

Ground Support Op. (Air Trans.)	100%	Material Handling	88%
Airplane Piloting (Comm.)	89%	Mining Equip. Op.	88%
Aviation Mgmt.	100%	Truck & Bus Driving	99%

50 TECHNICAL & INDUSTRIAL OCCUPATIONS——————Non-Bias Enrollment. . . .40%/60%

MALE-BIAS ENROLLMENTS. . .6 programs

Theater	68%

NON-BIAS ENROLLMENTS, F/M. . .1 program

Theater Technology	50%/50%

OTHER: FEMALE/MALE ENROLLMENTS IN SPECIAL PROGRAMS

	Female	Male
Educable Mentally Handicapped, in-school	46%	54%
Trainable Mentally Handicapped, in-school	41%	59%
Community Workshop Experiences	33%	67%
Special Education, in-school	38%	62%
Experience-Based Education	54%	46%
Special Education Cooperative Education	51%	49%
Cooperative Work Training	35%	65%

CONCLUSIONS

Vocational education in Illinois serves males and females in equitable proportions. Overall, the adult level has a slightly higher percentage of males than females. Although the overall participation is equitable, enrollments in specific occupational programs are not.

Of the 248 occupational programs, 127 or 52% have more than 60% males enrolled. These male-dominated enrollments occur most frequently within the occupational clusters, as follows:

CIP	Occupational Cluster	6-Digit Program
01	Agricultural	10 of 16 programs
03	Renewable natural resources	2 of 2 programs
10	Communication technologies	3 of 3 programs
15	Engineering technologies	30 of 31 programs
41	Technical and industrial occupations	2 of 3 programs
43	Protective services	8 of 8 programs
46	Construction trades	13 of 13 programs
47	Mechanics and repairers	22 of 23 programs
48	Precision production	16 of 20 programs

Of the 248 occupational programs, 81 or 32% have more than 60% females enrolled. These female-dominated enrollments occur most frequently within the occupational clusters as follows:

CIP	Occupational Cluster	6-Digit Program
04	Environmental design	2 of 8 programs
07	Business and office	17 of 19 programs
12	Consumer and personal services	1 of 5 programs
17	Allied health	35 of 44 programs
18	Health occupations	1 of 1 program
20	Home economics	12 of 15 programs
22	Business, marketing, and management	1 of 1 program
25	Business, marketing, and management	1 of 1 program
31	Business, marketing, and management	1 of 1 program
44	Business, marketing, and management	1 of 1 program

Of the 248 occupational programs, 40 or 16% have a total enrollment with the male-female proportions within the 60-40 ratio, therefore categorized as non-biased. These non-bias clusters include:

CIP	Occupational Cluster	6-Digit Program
08	Marketing and distribution	10 of 25 programs
09	Communications	1 of 4 programs
23	Technical and industrial occupations	1 of 1 programs
50	Technical and industrial occupations	1 of 6 programs

The occupational programs having predominately male or female enrollments tended to mirror the male-female participation rate in the labor force.

ICoVE found a total of 95 occupational programs or 38% of all programs with over 90% enrollment that was either male or female. These were most often found in the business and office cluster (e.g. secretarial); the engineering technologies; allied health and health occupations (e.g. nursing); home economics (e.g. child care); construction trades; mechanics and repairers; precision production; and transportation, material moving.

When examining some of the occupational programs which have been traditionally male or female, some evidence exists to indicate that nontraditional enrollments are beginning to appear. Some of the larger programs that have "traditional" enrollments have a sizable number of nontraditional enrollments, but because of the large, overall enrollments, the percentage gains are not greatly affected.

RECOMMENDATIONS AND SUGGESTED ACTIONS

RECOMMENDATIONS

The Illinois Council on Vocational Education recommends that the Illinois State Board of Education

- Should carefully monitor the new delivery of the BUILDING FAIRNESS statewide initiative to determine the quality of its impact.

SUGGESTED ACTIONS

The Illinois Council on Vocational Education suggests the following actions to enhance the sex equity initiative in Illinois

- BUILDING FAIRNESS consultants should develop specific strategies for targeting occupational programs having more than 90% enrollment of any one gender. Strategies should be monitored for each program. Annual progress reports identifying improvements should be made.
- Activities providing awareness of the limiting effects of sex-role stereotyping and its continued occurrence should be reiterated.
- Involve and seek advice from the private sector concerning effective ways to help first-time labor force entrants enter traditionally one-sex-dominated fields of employment effectively.
- Continue to focus on encouraging students to enter nontraditional occupations.
- Continue attention to vocational education personnel regarding making vocational education programs accessible.

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